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ABSTRACT

Black on black crime reflects the behavior of people of poverty and powerlessness. It grows from a pathology of racism; a society which denies access and opportunity. Educational institutions can be essential instruments of change. Strategies to help enhance the lives and potential of black youth include: (1) provision for opportunity for success; (2) influencing natural leaders toward positive, constructive activities; (3) development of truancy reduction and re-entry programs; (4) stressing the importance of self-identity and self-worth as basic skills; (5) reduction of criminals on campus; (6) development of curricula on non-violent conflict resolution; (7) role modelling by positive achieving adults; (8) development of programs using streetworkers to counsel black youth and placement of social services within schools; and (9) service by adults as mentors or advocates for under-achieving, high potential youth. It is also important for the black community to mobilize its resources to combat black on black crime. White Americans must be convinced that affirmative action should be more than a verbal symbol. The challenge is to sustain our most precious natural resources, our children. (Author/MK)

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THE EDUCATIONAL PROCESS AND BLACK ON BLACK CRIME

By

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JERRY IS A 15-YEAR-OLD BLACK YOUTH, A SOPHOMORE IN A LARGE HIGH SCHOOL WHICH HE ATTENDS INFREQUENTLY. JERRY IS THE SECOND OF SEVEN CHILDREN AND LIVES IN A LARGE CITY, IN A CROWDED NEIGHBORHOOD, IN A FOUR ROOM RENTED, DILAPIDATED HOUSE. JERRY'S PARENTS WORK WHEN THEY CAN FIND EMPLOYMENT, BUT THE FAMILY USUALLY HAS TO RESORT TO WELFARE TO SUSTAIN ITSELF. THEY TAKE AID WITH ALL OF THE RESTRICTIONS WHICH IT IMPOSES ON THE FAMILY UNIT - DAD MOVES OUT, KIDS ARE EMBARRASSED, FRICTIONS INCREASE, ETC., ETC., ETC.

JERRY'S ABOVE AVERAGE IQ HAS BEEN BOTH AN ASSET AND A DISADVANTAGE. CHALLENGING HIS TEACHERS AND OTHER ADULTS HAS GAINED FOR HIM A REPUTATION OF A "HOSTILE" KID. HE HAS BEEN IN SOME ACTS OF VIOLENCE ALMOST DAILY. BY AGE 10 HIS LEADERSHIP SKILLS RESULTED IN A SMALL GANG TO HARASS OTHER KIDS AND EXTORT LUNCH MONEY. LATER, DRUGS BECAME A PROBLEM. ENCOUNTERS WITH THE POLICE WERE COMMON. AS HIS ACTIVITIES BROADENED AND INTENSIFIED, JERRY WAS IN AND OUT OF JUVENILE HALL. HIS VICTIMS WERE OLDER ADULTS AND OTHER TEENAGERS. SCHOOL BECAME A PLACE TO ORGANIZE, PLAN AND EXECUTE HIS GOALS. THEFT AND SELLING DRUGS WERE THE PRINCIPAL ACTIVITIES.

ALTHOUGH HIS INTELLECTUAL ABILITIES WERE APPARENT, JERRY READ AT THE THIRD GRADE LEVEL. HIS PRESENCE AT SCHOOL WAS VIEWED AS TROUBLE. PARENTS WERE EXASPERATED, TEACHERS FRUSTRATED AND JERRY ALIENATED.

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THE STORY COULD GO ON AND ON, FOR THERE ARE JERRYS IN EVERY MAJOR CITY THROUGHOUT THIS LAND. THE QUESTION IS: HOW DO JERRYS COME TO BE IN A NATION WITH A GROSS NATIONAL PRODUCT OF $2.4 TRILLION, A NATION THAT IS ONE OF THE WORLD'S GREATEST POWERS, A NATION THAT ESPOUSES HUMAN RIGHTS AS THE CORNERSTONE OF ITS DEMOCRACY, WHO HAS UNDERGONE A POWERFUL CIVIL RIGHTS MOVEMENT; A NATION THAT PUT A MAN ON THE MOON, A NATION THAT INVENTED THE NOTION OF FREE PUBLIC EDUCATION, A NATION WITH THE WORLD'S HIGHEST STANDARD OF LIVING, A NATION THAT PROVIDES $8.3 BILLION IN AID TO DEVELOPING AND NEEDY COUNTRIES.

HOW CAN SUCH A NATION SPAWN JERRYS?

THERE ARE SEVERAL ANSWERS. LET ME POSE A FEW:

1. JERRY IS A VICTIM BECAUSE HE AND THOUSANDS OF MALE AND FEMALE COUNTERPARTS LIVE IN A SOCIETY WHERE "INEQUITY" IS THE RULE, NOT THE EXCEPTION. INEQUALITY IS RAMPANT, WHETHER ONE IS DISCUSSING THE HOME OR THE SCHOOLS, THE LABOR MARKET OR THE WORK PLACE.
2. IN JERRY'S COMMUNITY, YOUTH UNEMPLOYMENT IS 46% FOR THE PREDOMINANTLY BLACK AND HISPANIC YOUTH - THREE TIMES THAT OF WHITE YOUTH.
3. THE TAX BASE IN HIS COMMUNITY HAS ERODED TO THE POINT OF ALARM.
4. SCHOOLS ARE CONSIDERED "BAD" SCHOOLS, WITH LOW ACHIEVEMENT LEVELS ON STANDARDIZED TEST SCORES FAR BELOW THE NATIONAL AVERAGE.
5. HOUSING IS INFESTED WITH ALL THE ILLS ASSOCIATED WITH ABSENTEE LANDLORDS.

6. THE PRICE OF FOOD AND DRY GOODS ARE EXORBITANT IN THE NEARBY SHOPPING CENTER.

IN HIS BOOK, WEEPING IN THE PLAYTIME OF OTHERS, KENNETH WOODEN PAINTS A PICTURE OF SOCIETY'S REMEDY:

"WHERE ARE AMERICA'S CHILDREN TONIGHT? OVER 50,000 OF THEM BETWEEN THE AGES OF FIVE AND SIXTEEN ARE LOCKED AWAY IN PRISONS THOUGH THEY ARE INNOCENT OF ANY CRIME. THESE PRISONS ARE CALLED DETENTION CENTERS, REFORM SCHOOLS, AND TRAINING SCHOOLS - BUT THERE ARE NO EUPHEMISMS FOR THEIR BRUTALITY AND THEIR CRUELTY. THEY CONSTITUTE A CHILD-CARE SYSTEM THAT PERPETRATES SUCH CONDITIONS AS:

- THE FLORIDA FACILITY WHICH PUNISHES CHILDREN BY SUBJECTING THEM TO MOCK BURIALS
- A SOUTHERN SCHOOL FOR DISTURBED CHILDREN WHICH REGULARLY EMPLOYS BULL WHIPS AND LEG IRONS TO RESTRAIN ITS CHARGES
- A TEXAS FACILITY THAT FINDS AN ELECTRIC "BULL SHOCKER" AN EFFECTIVE DISCIPLINARY MEASURE
- A PSYCHOTIC CHILD IN AN ARIZONA DETENTION CENTER WHO ESCAPED SOLITARY CONFINEMENT THE ONLY WAY HE KNEW: HE KILLED HIMSELF BY VIOLENTLY FLIPPING HIS BODY OVER A BAR AND BREAKING HIS NECK.

"THESE ARE NOT ISOLATED INSTANCES; THEY INDICATE A SHOCKING PATTERN OF CHILD ABUSE AND EXPERIMENTATION THAT HAS BECOME A VIRTUAL BUSINESS IN THIS COUNTRY."

THE PICTURE OF JERRY IS NOT AN UNFAMILIAR ONE, BUT ONE WHICH APPEARS FREQUENTLY IN CITIES AND COMMUNITIES. THE PROBLEMS ARE DISCUSSED,

DISSECTED, EVEN FEDERAL FUNDS ARE THROWN AT THE PROBLEMS, BUT THE CRISIS REMAINS. I CHOOSE TO CALL IT A CRISIS IN LEADERSHIP, A CRISIS IN FAMILIAL FRAGMENTATION, A CRISIS IN EDUCATIONAL PERFORMANCE.

YOU HAVE HEARD AT THIS CONFERENCE DISCOURSES ON THE RATIONALE FOR BLACK ON BLACK CRIME. I WOULD ONLY ADD A WORD OR TWO. THE PHENOMENA OF BLACK ON BLACK CRIME GROWS OUT OF THE PATHOLOGY OF RACISM. A SOCIETY WHICH DENIES ACCESS AND OPPORTUNITY, WHICH OPPRESSES, ENGENDERS ENORMOUS STRUGGLE JUST TO SURVIVE - THAT SOCIETY FOSTERS NEUROSIS OF SELF-HATE AND ENVIRONMENTAL HOSTILITY.

AS WE DISCUSS BLACK ON BLACK CRIME, IT IS IMPERATIVE THAT WE UNDERSTAND THE PSYCHOLOGICAL AND SOCIOLOGICAL UNDERPINNING OF "CRIME WITHIN THE RANKS" - NO RATIONAL PERSON WOULD CONDONE CRIMINAL BEHAVIOR, BUT IT WOULD BE A SERIOUS MISTAKE TO CHARACTERIZE THIS MALADY AS UNIQUE TO BLACKS AND SOMEHOW CULTURALLY BASED. RATHER, THESE ACTS OF VIOLENCE REPRESENT THE BEHAVIOR OF A GHETTOIZED PEOPLE (GHETTOIZED NOT BY CHOICE, BUT BY DESIGN) IN THIS LAND OF THE FREE AND HOME OF THE BRAVE.

WERE THIS A CONFERENCE SPONSORED BY THE NATIONAL CHICANO BAR ASSOCIATION OR NATIONAL ASIAN BAR ASSOCIATION, THE DISCUSSION WOULD CENTER ON BROWN ON BROWN, OR YELLOW ON YELLOW CRIME.

MY POINT IS THIS: BLACK ON BLACK CRIME REFLECTS THE BEHAVIOR OF PEOPLE OF POVERTY AND POWERLESSNESS. WE WOULD NOT EXCUSE IT, BUT WE DARE NOT MISUNDERSTAND IT.

ONE OTHER POINT - LET US CLEARLY UNDERSTAND THAT THE MAJOR CRIMINAL ACTIVITIES ARE CARRIED OUT DAILY INSIDE AND OUTSIDE OF THE GHETTO BY "ORGANIZED CRIME."

AS ONE VIEWS THE EDUCATIONAL PROCESS AND BLACK ON BLACK CRIME, IT IS IMPERATIVE THAT WE UNDERSTAND THE INSTITUTION OF EDUCATION AND FIND CURES FOR ITS ILLS. FOR ONLY AS THE INSTITUTION ITSELF CHANGES, THAT IS, ITS PEOPLE AND PROCEDURES, CAN THERE BE ANY HOPE OF IMPROVEMENT FOR THE YOUTH, PARTICULARLY BLACK YOUTH, WHO FALL VICTIM IN SO MANY WAYS. FOUR AREAS OF CONSIDERATION IN VIEWING THE SCHOOLS ARE:

1. PUBLIC SCHOOLS WERE ORIGINALLY DESIGNED FOR MIDDLE CLASS, ANGLO-SAXONS, AND WHILE THERE HAVE BEEN SOME MOVEMENTS (NATIONALLY) TOWARD A MORE INCLUSIVE PROCESS IN RECOGNIZING THE ETHNIC AND CULTURAL DIVERSITY, THE FACT REMAINS THAT EDUCATORS BY AND LARGE ARE STILL TRAINED TO TEACH MIDDLE CLASS STUDENTS. MOST BLACK YOUTH ARE NOT PROPERLY EDUCATED. IT IS A FAD TO TALK ABOUT PLURALISM, BUT SELDOM DO WE EXPERIENCE IT.
2. SCHOOLS DO NOT EXIST IN A VACUUM. THEY REFLECT THE SOCIAL AND ECONOMIC CLIMATE WHICH SURROUNDS THEM. THUS, IT IS INEVITABLE THAT SOCIAL ILLS WILL SPILL OVER INTO THE SCHOOLS, AFFECTING EVERYTHING FROM CLASSROOM INSTRUCTION TO VANDALISM AND VIOLENCE. I SUBMIT TO YOU THAT SCHOOLS AND THE COMMUNITIES THEY SERVE MUST HAVE A SYMBIOTIC RELATIONSHIP. WE CANNOT HAVE A VIABLE COMMUNITY WITHOUT GOOD SCHOOLS. THEREFORE, ANY ATTEMPT TO REVITALIZE THE CITY MUST INCLUDE THE SCHOOLS IN ITS PLAN. THE EMPLOYMENT RATES AND HOUSING PATTERNS BOTH SERIOUSLY AFFECT, POSITIVELY OR NEGATIVELY, THE QUALITY OF EDUCATION.
3. PUBLIC SCHOOLS BELONG TO THE PUBLIC, THEY ARE PAID FOR BY THE PUBLIC. THEREFORE, THEY MUST BE ACCOUNTABLE TO THE PUBLIC. THE EXPECTATION FROM AND INVOLVEMENT OF THE

THE COMMUNITY IN THE EDUCATION PROCESS IS ESSENTIAL FOR EDUCATIONAL CHANGE TO OCCUR, AND FOR EDUCATIONAL EXCELLENCE TO EXIST. IN THE AREAS IN WHICH SCHOOLS ARE ACHIEVING HIGH RATES OF SUCCESS, LOOK BEHIND THEM AND YOU WILL FIND PARENTS AND TEACHERS AND ADMINISTRATORS WORKING TOGETHER ON BEHAVIOR OF YOUTH. BLACK PARENTS AND LEADERS MUST DEAL WITH THE SUBSTANCE OF EDUCATION, NOT THE FORM.

4. EDUCATION IS A PEOPLE BUSINESS. IT IS LABOR INTENSIVE. IN MOST CITIES, BETWEEN 85 AND 95% OF A SCHOOL DISTRICT'S BUDGET IS SPENT ON PERSONNEL. IT IS CRITICAL THEN THAT THE PEOPLE WHO STAFF THE SCHOOLS AND OFFICE BE OF HIGH CALIBER, AND BE SENSITIVE TO THE NEEDS OF BLACK STUDENTS. THERE MUST BE A HIGH LEVEL OF EXPECTATION. STAFF MUST BELIEVE THAT BLACK CHILDREN CAN LEARN, THAT THEY HAVE THE INTELLECTUAL ABILITY TO PERFORM. ONE OF THE MOST DEVASTATING PROBLEMS IN INNER CITIES IS THE TENDENCY TOWARD LOW ACADEMIC AND BEHAVIORAL STANDARDS. THE ATTITUDE THAT "THEY ARE DOING THE BEST THEY CAN," OR "WHAT CAN YOU EXPECT?" ARE RED FLAGS AND DANGER SIGNS WHICH MUST BE DEALT WITH DIRECTLY BY THE BLACK COMMUNITY. WE CANNOT ENDURE SECOND CLASS EDUCATORS AND BOARDS OF EDUCATION CREATING SECOND CLASS EDUCATION.

CRIME AT ITS BASE IS THE PRODUCT OF DESPERATION. CONGRESSMAN JOHN CONYERS SAYS IT WELL, "IT IS A DESPERATION ROOTED IN A SYSTEM THAT CONSIGNS MILLIONS OF CITIZENS TO POVERTY, FORCES THEM TO LIVE IN DECAYING ENVIRONMENTS, AND RESIGNS THEM TO THE VIEW THAT THE FUTURE WILL BE MERELY A REPETITION OF THE PAST, AND CERTAINLY NO GROUND FOR HOPE." HE GOES ON TO INDICATE THAT "CRIMINAL BEHAVIOR MULTIPLIES WHEN A

NEIGHBORHOOD, A CITY, OR THE NATION ITSELF IS INCAPABLE (AND I WOULD SAY UNWILLING) TO PROVIDE FOR THE WELL BEING OF ALL OF ITS PEOPLE."

ACCORDING TO THE NATIONAL URBAN LEAGUE, 57% OF ALL BLACK TEENAGERS WERE UNEMPLOYED IN 1978, AND THE RATE WAS HIGHER IN SOME INNER CITIES. THE HIGHEST RATE OF INCREASE IN SERIOUS CRIME OCCURRED AMONG TEENAGERS, AND THE CONNECTION BETWEEN UNEMPLOYMENT AND CRIME IS OBVIOUS. IN OTHER WORDS, FOR MANY BLACK YOUTHS, CRIME HAS BECOME AN ALTERNATIVE PATTERN OF BEHAVIOR - AN ALTERNATIVE TO A JOB, AN ALTERNATIVE TO POSITIVE SOCIAL RECOGNITION, AN ALTERNATIVE TO POWERLESSNESS, AND AN ALTERNATIVE TO EDUCATIONAL SUCCESS.

TO BE MORE SPECIFIC ABOUT THE PLIGHT OF BLACK YOUTH, HERE ARE SOME DATA:

- 32% OF UNEMPLOYED BLACK TEENAGERS ARE ALMOST IRRETRIEVABLY LOST IN DRUGS AND NARCOTICS;
- JUVENILE HALLS AND PRISONS ARE DISPROPORTIONATELY FILLED WITH BLACK YOUTH;
- IN THE STATE OF LOUISIANA THERE ARE MORE BLACK YOUTH IN JAIL THAN IN COLLEGES AND UNIVERSITIES;
- IN NORTH CAROLINA, 1% OF THE BLACK POPULATION IS IN PRISON;
- IN CALIFORNIA, WE SPEND ANNUALLY $6,400 PER PERSON FOR UNEMPLOYMENT, $7,500 TO KEEP A FAMILY OF FOUR ON WELFARE, BUT WE SPEND $39,000 TO KEEP ONE PERSON IN PRISON PER YEAR, AND ONLY $1,615 PER STUDENT PER YEAR FOR PUBLIC EDUCATION. IT IS CLEAR THAT OUR PRIORITIES ARE MIXED UP.
- IN CHICAGO, A SURVEY WAS MADE OF ALL BLACK MALES BORN IN 1960, AND WAS MADE AGAIN IN 1977 WHEN THEY REACHED AGE 17. THE DATA

SHOWED THAT ONE IN EVERY TEN OF THOSE YOUTH WAS DEAD FROM MURDER, AND ONE IN EVERY TEN WAS CONVICTED OF MURDER.

YOUTH ARE CALLING FOR HELP - FROM WHENCE WILL THAT HELP COME? I AM CONVINCED THAT THE PRIMARY HELP WILL COME FROM BLACKS THEMSELVES.

WHILE THE SCHOOLS CANNOT DO THE JOB ALONE, THEY CAN BE AN ESSENTIAL INSTRUMENT TO HELP CHANGE THE LIVES AND POTENTIAL OF YOUTH. FOR THE BLACK COMMUNITY, EDUCATION HAS HISTORICALLY BEEN THE VEHICLE FOR SOCIAL AND ECONOMIC MOBILITY. IT HAS BEEN THE PATH OUT OF POVERTY. WHAT, THEN, CAN THE SCHOOLS DO? THERE ARE SOME STRATEGIES WHICH CAN HELP TO TURN THE TIDE:

A. SCHOOLS MUST PROVIDE OPPORTUNITIES FOR SUCCESS. WE MUST REVERSE THE TREND THAT THE LONGER STUDENTS REMAIN IN SCHOOL, THE FARTHER BEHIND THEY BECOME. EDUCATION MUST BE PREDICATED ON THE PREMISE THAT ALL CHILDREN CAN LEARN, THAT ALL CHILDREN ARE IMPORTANT, AND THUS THE INSTITUTION OF EDUCATION MUST TREAT BLACK YOUTH WITH THE SAME DIGNITY AND RESPECT, AND HAVE EXPECTATIONS IT HAS FOR THE MAJORITY GROUP. A CLIMATE IN WHICH BLACK YOUTH BECOMES AWARE OF THEIR RICH HERITAGE IS A NECESSARY INGREDIENT TO THEIR DEVELOPMENT OF A SENSE OF WHO THEY ARE AND WHAT THEY BECOME. STUDENTS CAN READILY SENSE THE FEELINGS AND ATTITUDES OF TEACHERS, COUNSELORS AND ADMINISTRATORS. WHEN ANY ONE OF THIS GROUP FEELS THE YOUNGSTER IS INFERIOR OR EXPECTS LESS THAN THE BEST, THEN THE STUDENTS BEGIN TO LEARN TO DOUBT THEMSELVES, FEEL FRUSTRATED, ALIENATED, AND ACCEPT THE CONCEPT OF INFERIORITY. THIS IS JUST THE REVERSE OF WHAT EDUCATION IS ALL ABOUT. A PROGRAM, THEN, WHICH SAYS TO THE

BLACK STUDENT THAT HE OR SHE IS EXPECTED TO ACHIEVE AND TO BEHAVE IN A CERTAIN MANNER IS INDEED A STRATEGY WHICH CAN PAY VAST DIVIDENDS. THIS IMPLIES A COHESIVE PROGRAM OF DEFINITIVE STANDARDS, DEDICATED AND COMPETENT STAFF, VIABLE CURRICULUM (WHICH RELATES TO CULTURAL AND ETHNIC DIVERSITY) WHERE THE RULES ARE SPELLED OUT, WHERE STUDENTS ARE INVOLVED IN THE PROCESS - THIS KIND OF CLIMATE IS NOT AN IMPOSSIBILITY AND MUST BECOME A REALITY IN SCHOOLS THROUGHOUT THE INNER CITIES. SINCE IT IS TAKEN FOR GRANTED THAT SUCH A CLIMATE FOR EXCELLENCE EXISTS IN WHAT WE CALL THE "HILL SCHOOLS" IN OAKLAND, I FEEL STRONGLY THAT IT MUST BE A REALITY IN THE FLATLAND SCHOOLS.

B. NATURAL LEADERS - MANY OF OUR YOUTH WHO FIND THEMSELVES AT VARIANCE WITH THE LAW ARE YOUTH WITH TREMENDOUS LEADERSHIP SKILLS - THE ABILITY TO INFLUENCE LARGE NUMBERS OF THEIR PEERS. SOME ARE SO BRILLIANT THEY CAN START OR STOP A RIOT; THEY CAN PERSUADE STUDENTS TO BE TRUANT; THEY CAN ENTICE OTHER YOUTHS TO DISRUPT A CLASS OR A MEETING; THEY CAN LEAD YOUTHS TO DRUGS AND OTHER KINDS OF NEGATIVE BEHAVIOR. THERE ARE FAR TOO FEW PROGRAMS DESIGNED SPECIFICALLY TO WORK WITH SUCH NATURAL LEADERS, AND TURN THEIR NEGATIVE INFLUENCES INTO POSITIVE, CONSTRUCTIVE ACTIVITIES.

C. TRUANCY REDUCTION/RE-ENTRY PROGRAM - THERE IS A HIGH CORRELATION BETWEEN STUDENTS WHO ARE TRUANT AND STUDENTS WHO GET INTO DIFFICULTY. WHILE THERE ARE SERIOUS LEGAL PROBLEMS RELATED TO STUDENTS WHO ARE TRUANT, THE MOST COMPELLING PROBLEM IS THAT THE STUDENT WHO IS ABSENT CANNOT BENEFIT

FROM THE EDUCATION PROCESS, REGARDLESS OF ITS QUALITY. THE EMPHASIS THEN MUST BE ON FIRST GETTING THE STUDENT BACK IN SCHOOL, AND SECONDLY, DEVELOPING THE HOLDING POWER TO KEEP THEM INTERESTED IN SCHOOL. IN OUR DISTRICT WE LOSE $8.13 PER DAY FOR EACH DAY THAT A STUDENT IS ABSENT WITHOUT AN EXCUSE. IN ONE YEAR SEVERAL YEARS AGO, THE DISTRICT LOST $3.1 MILLION FOR UNEXCUSED ABSENCES. AS ASTOUNDING AS THAT FIGURE IS, IT CANNOT BE EQUATED WITH THE LOSS OF EDUCATION AND OPPORTUNITY FOR ALL OF THOSE STUDENTS, AND THE DWINDLING OF THEIR EDUCATIONAL HORIZON.

THE DISTRICT DEVELOPED A TRUANCY REDUCTION PROGRAM BY EMPLOYING ATTENDANCE WORKERS, SCHEDULED AFTER SCHOOL HOURS AND IN THE EVENINGS TO TELEPHONE AND TO MAKE HOME VISITS. MANY PARENTS WERE ALARMED TO KNOW THAT THEIR YOUNGSTERS WERE NOT IN SCHOOL. IT WAS COMMON TO FIND THAT STUDENTS HAD MISSED THREE TO SIX MONTHS OF SCHOOL. THESE ATTENDANCE WORKERS ENCOUNTERED SOME RATHER UNUSUAL AND BIZARRE CIRCUMSTANCES RELATED TO THE KINDS OF DIFFICULTIES WHICH MANY STUDENTS FIND THEMSELVES IN WHEN THEY ARE HABITUALLY TRUANT.

FURTHER, WE ASK THAT ALL OF THE SCHOOLS USE THE SAME ATTENDANCE PROCEDURE SO THAT IF A STUDENT IS PRESENT THE FIRST PART OF THE DAY, BUT ABSENT MID-MORNING OR AFTERNOON, OUR NEW PROCEDURE WILL SURFACE THAT INFORMATION.

IT SOON BECAME APPARENT THAT GETTING THE STUDENTS BACK IN SCHOOL WAS ONLY ONE PART OF THE PROBLEM. OUR RE-ENTRY PROGRAM IS DESIGNED TO RE-KINDLE THEIR INTEREST AND MOTIVATE STUDENTS TO REMAIN IN SCHOOL. ESSENTIALLY, WE SCHEDULE THE

STUDENTS INTO THE SPECIAL RE-ENTRY CLASSES FOR THE MORNING, WHILE THEY SPEND THE AFTERNOON IN THE REGULAR SCHOOL'S PROGRAM. DURING THE SPECIAL THREE-HOUR PERIOD, TEACHERS, SPECIALLY SELECTED BECAUSE OF THEIR INTEREST IN WORKING WITH SUCH STUDENTS, TEACH THEM THE BASIC SKILLS AND THE SKILLS OF PROBLEM-SOLVING.

D. BEYOND THE THREE R'S - WE BELIEVE THAT WHILE READING, WRITING AND ARITHMETIC ARE THE TRADITIONAL BASIC SKILLS, THERE ARE SOME OTHER VERY FUNDAMENTAL AND BASIC SKILLS. WHEN A YOUNGSTER DEVELOPS A SENSE OF CONFIDENCE AND A FEELING OF BEING WORTH-WHILE, THOSE ARE BASIC SKILLS. WHEN A STUDENT LEARNS TO ANALYZE, SOLVE PROBLEMS, AND MAKE DECISIONS, THOSE ARE BASIC SKILLS. WHEN A STUDENT LEARNS TO RESPECT PERSONS WHO ARE DISSIMILAR FROM THEMSELVES, THOSE, TOO, ARE BASIC SKILLS. AND WHEN STUDENTS LEARN TO VALUE THEIR OWN IDENTITY, WHEN THEY HAVE FOUND PRIDE IN THEMSELVES, THESE BASIC SKILLS WILL BE INVALUABLE TO THEM FOR A LIFETIME. OUR RE-ENTRY PROGRAM STRESSES THE IMPORTANCE OF SELF-IDENTITY AND SELF-WORTH. WE HAVE FOUND MARKED REDUCTIONS IN RECIVIDISM, AND WE HAVE FOUND THAT THE AVERAGE STUDENT HAS COME FROM 10% to 80% ATTENDANCE.

E. CRIMINALS ON CAMPUS - ONLY IN GHETTO SCHOOLS ARE ADULTS ON CAMPUS LEADING OUR YOUTHS IN DRUGS AND PROSTITUTION.

F. CURRICULA ON NON-VIOLENT CONFLICT RESOLUTION - I HAPPEN TO BELIEVE THAT IF WE WANT STUDENTS TO BE NON-VIOLENT, WE MUST TEACH THEM TO BE NON-VIOLENT. IN OUR OWN WAYS, WE ARE ALL TEACHERS, BECAUSE YOUNG PEOPLE LEARN BY OBSERVING ADULT BEHAVIOR. THEY LEARN BY DISCUSSION AND THEY LEARN BY DIRECT EXPERIENCES.

OUR DISTRICT IS IN THE PROCESS OF DEVELOPING A CURRICULUM DESIGNED TO TEACH STUDENTS TO RESOLVE CONFLICT WITHOUT RESORTING TO VIOLENCE. IT WILL HELP THEM UNDERSTAND ALTERNATIVE WAYS TO SOLVE PROBLEMS. WE VIEW THIS CURRICULUM NOT AS A PASSIVE GESTURE, BUT A POTENT WEAPON TO USE AS STUDENTS NEGOTIATE THEIR WAY THROUGH LIFE. BUT FOR THIS APPROACH TO BE MEANINGFUL, WE MUST STRIVE TO DEVELOP A SOCIAL ORDER WHERE JUSTICE FOR ALL PREVAILS.

E. ROLE MODELS - ANOTHER STRATEGY WHICH IS IMPORTANT FOR ALL YOUNG PEOPLE IS TO BE ABLE TO OBSERVE, RELATE TO, AND IDENTIFY WITH ADULTS WHO ARE POSITIVE AND WHO ARE ACHIEVING. MANY TIMES THIS CAN BE ONE OF THEIR SELF-SELECTED HEROES, AN ATHLETE, ETC., OR A SCHOOL DISTRICT MAY DEVISE A PROGRAM FOR EXPOSING STUDENTS TO A WIDE VARIETY OF INDIVIDUALS.

ONE SUCH EFFORT IS THE DISTRICT'S ARTIST/SCHOLAR-IN-RESIDENCE PROGRAM, WHICH BRINGS TO THE DISTRICT PROMINENT AMERICANS. THE STUDENTS SPEND SIX WEEKS STUDYING ABOUT AND WRITING ABOUT THE INDIVIDUAL. A STUDENT BOOK IS PREPARED ON THE LIFE AND WORK OF THE INDIVIDUAL. THE MOTIVATION FOR STUDYING IS THAT NO STUDENT IS TO PARTICIPATE IN THE DIALOGUE WITH THE SCHOLAR UNLESS HE OR SHE HAS PARTICIPATED IN THE STUDYING.

THE IMPACT HAS BEEN TREMENDOUS. IMAGINE, IF YOU WILL, HAVING ALEX HALEY VISIT YOUR SCHOOL TWO WEEKS AFTER "ROOTS" CAPTURED MILLIONS OF PEOPLE ON TELEVISION. IMAGINE ALSO CORETTA KING DISCUSSING HER HUSBAND'S LIFE AND WORK WITH YOUNG PEOPLE WHO IDOLIZE DR. MARTIN LUTHER KING. OR IMAGINE AMBASSADOR ANDREW YOUNG SAYING TO HIGH SCHOOL STUDENTS, "I

WASN'T A VERY GOOD STUDENT UNTIL I REALIZED THERE WASN'T ANYTHING TO DO IF I DIDN'T KNOW ANYTHING." HIS EXPLANATION AS TO WHY HE BECAME A DIPLOMAT PIERCED THE CONSCIOUSNESS OF OUR STUDENTS. AMBASSADOR YOUNG INDICATED THAT AS A YOUNG BOY, HE WAS FREQUENTLY INVOLVED IN FIGHTS, AND EVEN WHEN HE WON, HE LOST. HE SOON RESOLVED THAT HE HAD A CHOICE: HE COULD FIGHT, HE COULD RUN, OR HE COULD TALK. HE RESOLVED TO NEGOTIATE RATHER THAN FIGHT.

THESE KINDS OF EXPERIENCES HAVE PROVEN MOST WORTHWHILE IN THAT THE YOUNGSTERS REALIZED THAT MOST PEOPLE WHO ARE NOW FAMOUS WERE ORDINARY PEOPLE WHO HAD TO WORK VERY HARD TO OVERCOME DIFFICULTIES AND WHO DID NOT ALLOW THEIR PERSONAL HOSTILITIES TO CONSUME THEM. THEY ROSE FROM THE MASSES. THE MOST PROFOUND IMPACT WAS ON THOSE STUDENTS WHO HAD LOST HOPE.

F. COMMUNITY STREETWORKERS AND CITIES-IN-SCHOOLS - LET ME SHARE WITH YOU TWO SPECIALLY FUNDED PROGRAMS:

ONE INVOLVES USING YOUNG ADULTS AS STREETWORKERS, INDIVIDUALS WHO WERE IN CONFLICT WITH THE LAW, TO RELATE TO TEENAGERS AND THEIR FAMILIES AS ALMOST AN EXTENDED MEMBER OF THE FAMILY. THE STREETWORKERS ARE RESPONSIBLE FOR SEEING THAT THE STUDENTS ARE IN SCHOOL, THEY COUNSEL WITH THE STUDENTS AS INDIVIDUALS AND IN GROUPS, THEY HELP THEM SOLVE THEIR PROBLEMS AT SCHOOL OR WITH THEIR FAMILIES, AND LEAD THEM AND THEIR FAMILIES TO RESOURCES IN THE COMMUNITY WHICH CAN BENEFIT THEM.

THE SECOND PROGRAM IS ONE DESIGNED TO PLACE ALL OF THE RELEVANT SOCIAL SERVICES INTO THE SCHOOLS. EACH PARTICIPATING AGENCY DESIGNATES STAFF MEMBERS TO BE LOCATED IN THE SCHOOL TO ASSIST WITH THE SUPPORT SERVICES NEEDED BY OUR YOUTHS. THE

CITIES-IN-SCHOOLS PROGRAM DIVIDES THE SCHOOL STUDENT BODY INTO MANAGEABLE UNITS. EACH ADULT IS RESPONSIBLE FOR A SMALL GROUP OF STUDENTS. THEY GET JOBS, THEY DISCUSS "THE SYSTEM," AND HOW TO "MAKE IT IN THE SYSTEM," AND GENERALLY PROVIDE OVERALL GUIDANCE TO OUR YOUTH.

G. YOUTH ADVOCATES OR MENTORS - THE FINAL STRATEGY WHICH I WILL SHARE WITH YOU IS ONE IN WHICH UNDER-ACHIEVING, HIGH POTENTIAL YOUTHS ARE IDENTIFIED. MOST OF THE YOUTHS HAVE BEEN IN SOME KIND OF DIFFICULTY AND ARE IN NEED OF PERSONALIZED, INDIVIDUALIZED ATTENTION. THEY JOIN THE OAKLAND SCHOLARS AND ACHIEVERS. ADULTS IN THE COMMUNITY SERVE AS ADVOCATES OR MENTORS FOR EACH STUDENT. IT HAS BEEN AMAZING TO SEE THE CHANGE WHICH HAS OCCURRED IN THESE YOUNG PEOPLE. IT HAS ALSO BEEN AMAZING TO SEE THE IMPACT THE STUDENTS HAVE HAD ON THE ADVOCATES. THESE MENTORS REPRESENT THE FINEST EXAMPLES CREATED BY BLACK PEOPLE.

THERE ARE MANY OTHER STRATEGIES WHICH COULD BE USED, SUCH AS HELPING STUDENTS TO DEVELOP COPING SKILLS, BY LEARNING TO TAKE TESTS, SHARING SELF CONFIDENCES, BUT ALL OF THESE WHICH I HAVE DISCUSSED TREAT SYMPTOMS RATHER THAN CAUSES. FOR THOSE WHO WOULD SHORTCHANGE OUR SCHOOLS AND OTHER PUBLIC INSTITUTIONS WITH PROPOSITION 13, I SAY TO THEM - THERE ARE NO MONDAY MORNING BARGAINS.

WHILE IT IS IMPORTANT THAT THE EDUCATIONAL INSTITUTIONS ADDRESS THESE PROBLEMS, I WOULD SUBMIT TO YOU THAT THESE PROBLEMS CANNOT BE SOLVED IN A VACUUM. AS A SOCIETY AND AS A PEOPLE, WE ARE CALLED UPON TO CONFRONT THE CONDITIONS WHICH CREATE THE PROBLEMS. ONLY IF WE ARE ABLE TO IMPROVE THE

ECONOMIC AND SOCIAL CONDITIONS OF THEIR LIVES, WILL WE BE ABLE TO BEGIN TO RESOLVE THE IN-DEPTH PROBLEMS OF CRIMINAL BEHAVIOR.

IT IS IMPORTANT THEN FOR THE BLACK COMMUNITY AT ALL LEVELS, NATIONAL, STATE, AND LOCAL, TO MOBILIZE ITS RESOURCES TO COMBAT BLACK ON BLACK CRIME. WHILE IT IS TRUE IT WILL TAKE ADDITIONAL FINANCIAL RESOURCES, ORGANIZATIONAL COMMITMENT AND INDIVIDUAL DEDICATION, THESE ALONE WILL NOT SOLVE THE PROBLEM UNLESS THERE IS IDEOLOGY WHICH ADDRESSES THE SYSTEMIC REASONS FOR SUCH CRIMINAL BEHAVIOR. PERMIT ME TO SHARE A FEW EXAMPLES:

A. THERE MUST BE A DEMAND FOR A SOCIETY WHICH PROVIDES GREATER EQUITY AND MORE OPPORTUNITY FOR ALL OF ITS YOUTH. THE QUESTION THEN MUST BE RAISED AS TO WHETHER WE CONTINUE TO TREAT THE SYMPTOMS OR CHANGE THE SYSTEM. BLACKS WHO ARE IN THE SYSTEM HAVE A RESPONSIBILITY TO TRY TO ALTER THAT SYSTEM UNTIL IT BECOMES AN OPEN, RESPONSIVE DEMOCRACY.

B. A RE-DISTRIBUTION OF INCOME AND WEALTH IS AN ESSENTIAL PART OF CHANGING THE SYSTEM, BUT IT IS A VERY DIFFICULT PART. LET'S TAKE THE AREA OF MANPOWER - RESEARCHERS TELL US THAT EVERY TIME THE NATION REDUCES UNEMPLOYMENT BY 1% IT SAVES THE COUNTRY $16 BILLION. THE QUESTION HERE IS WHY THE NATION HAS NOT FACED UP TO THE ISSUE OF FULL EMPLOYMENT. IT IS AN APPROACH THAT WE HAVE NEVER TRIED IN THE U.S.A. SOME ECONOMISTS SAY THAT IT IS INADVISABLE TO BUILD A SOCIETY ON FULL EMPLOYMENT. AS AN EDUCATOR, I SAY THAT IT IS INADVISABLE TO BUILD A SOCIETY WHERE YOUNG PEOPLE KNOW THAT THERE WILL NOT BE JOBS, NO MATTER HOW WELL TRAINED THEY ARE. THIS KIND

OF PHILOSOPHY ON THE PART OF POLICY MAKERS PERPETUATES THE NOTION OF AND CREATES A PERMANENT UNDERCLASS, WHICH ASTONISHINGLY, SOCIETY ACCEPTS AND WRITES ABOUT, AND CREATES A MIDDLE CLASS CADRE THAT PROFESSIONALIZED IT.

C. IN 1979, THE EARNING POWER OF BLACK AMERICANS EXCEEDED $100 BILLION. I DON'T NEED TO TELL THIS GROUP THAT A DISPROPORTIONATE AMOUNT OF THOSE MONIES WENT TO CONSUMER GOODS. UNFORTUNATELY AND ASHAMEDLY, TOO MUCH OF IT WENT FOR ALCOHOL AND CARS. SOME OF THESE RESOURCES COULD BE USED TO HELP BLACKS THEMSELVES.

IF WE JUST TOOK THE THOUSANDS OF BLACK LAWYERS AND OTHERS IN THE LEGAL PROFESSION AND WHETHER BY ORGANIZATION OR INDIVIDUALS, YOU ESTABLISHED OUTREACH PROGRAMS TO TUTOR BLACK YOUTHS, TO COUNSEL WITH THEM, TO BRING THEM INTO YOUR LAW PRACTICE SO THEY HAVE AN OPPORTUNITY TO SEE WHAT THE LEGAL PROFESSION IS LIKE, OR YOU COULD ARRANGE FOR THEM TO BE EXPOSED TO THE CRIMINAL JUSTICE SYSTEM SO THAT THEY COULD UNDERSTAND HOW IT WORKS. OR YOU MAY VOLUNTEER TO TEACH A COURSE AT ONE OF THE HIGH SCHOOLS ON CRIMINAL JUSTICE.

THESE ARE BUT A FEW OF THE CHALLENGES BEFORE YOU. BUT AS A NATIONAL ASSOCIATION, I WOULD URGE YOU TO CONFRONT THE GLARING INEQUITIES THAT MUST BE MET HEAD ON IN OUR SOCIETY. WE MUST SAY TO WHITE AMERICA THAT THESE GRIEVANCES MUST BE REDRESSED.

THERE IS STILL ONE WHITE ATTORNEY FOR EVERY 680 WHITES, AND ONE BLACK ATTORNEY FOR EVERY 4,000 BLACKS; ONE WHITE PHYSICIAN FOR EVERY 649 WHITES, AND ONE BLACK PHYSICIAN FOR EVERY 5,000 BLACKS (AND ONE CHICANO PHYSICIAN FOR EVERY 20,000 CHICANOS); ONE WHITE DENTIST FOR

EVERY 1,900 WHITES AND ONE BLACK DENTIST FOR EVERY 8,400 BLACKS; THAT LESS THAN ONE PERCENT OF ALL ENGINEERS AND CHEMISTS ARE BLACK.

WE MUST ALSO INDICATE TO WHITE AMERICANS THAT AFFIRMATIVE ACTION (WHETHER QUOTA OR NON-QUOTA) MUST BE MORE THAN A VERBAL SYMBOL. FOR IN TRUTH, THE MAJORITY WOULD RATHER IGNORE THE OVERT AND COVERT DISCRIMINATION. LET'S REMIND THEM THAT FOR YEARS SOME UNIONS HAVE HAD "AFFIRMATIVE ACTION" PLANS OPEN ONLY TO MEMBERS' SONS AND RELATIVES, THAT 1/3 OF ALL AMERICANS LIVING BELOW THE POVERTY LINE ARE BLACK, THOUGH BLACKS CONSTITUTE ONLY 11% OF THE POPULATION. THESE ARE SOME CHALLENGES TO THE NATIONAL BAR ASSOCIATION. BLACK ON BLACK CRIME IS NOT A PROBLEM JUST FOR BLACKS. THE PROBLEMS WHICH CREATE IT CALL FOR RADICAL SURGERY. AMERICA CAN SOLVE ANY PROBLEM. CONSIDER A MOMENT THE ENORMOUS AMOUNT OF ENERGY AND INTELLECT WHICH BLACKS USE IN COMBATING RACISM, CLASSISM AND DISCRIMINATION.

EDUCATION IS A BEDROCK UPON WHICH A PEOPLE MUST BUILD FOR SURVIVAL. OUR SONS AND DAUGHTERS MUST BE COMPELLED TO SEEK EDUCATIONAL EXCELLENCE AND THEY MUST STOP THINKING OF THEMSELVES AS SECOND CLASS CITIZENS. OUR YOUTH MUST NEVER FORGET THAT THERE IS A NATION TO BE LED, THERE IS AN ETERNAL STRUGGLE FOR A FAIR SHARE OF OPPORTUNITIES AND RESOURCES. THEY MUST KNOW THAT THEY CAN PLAY A ROLE IN THIS STRUGGLE; THEY MUST ALSO KNOW THAT PEOPLE HAVE FOUGHT AND DIED FOR THE RIGHTS WE TAKE FOR GRANTED.

BROTHERS AND SISTERS, LET ME SAY TO YOU - BLACKS ARE NOT THE ENEMY.

THIS IS A WHITE PROBLEM, WHICH BLACKS ENDURE. THEY CREATED IT, THEY PERPETUATE IT, AND THEY MUST BE HELD RESPONSIBLE FOR IT.

BLACKS DID NOT DEVELOP UNEMPLOYMENT (WE WORKED FOR FREE).

BLACKS DID NOT INVENT POVERTY.

BLACKS DID NOT CREATE INFERIOR SCHOOLS.

BLACKS DID NOT DEVELOP SEGREGATION.

LEST WE AS BLACKS BECOME SO BENEVOLENT THAT WE OWN A PROBLEM WHICH BELONGS TO SOMEONE ELSE, I AM CALLING ON WHITE AMERICA TO SOLVE THE PROBLEMS WHICH SHE CREATED.

LET THE WORD GO FORTH, FROM THIS PLACE AT THIS TIME - THAT WHITE AMERICA IS GUILTY - GUILTY OF ORIGINATING BLACK CRIMINALS BY THE CONDITIONS IMPOSED UPON THEM.

NEITHER BLACKS NOR WHITES CAN BURY THEIR HEADS AND IGNORE THESE PROBLEMS. WE CANNOT, WE MUST NOT IGNORE THE PLIGHT OF OUR BLACK YOUTH. THEY HAVE BEEN CHARACTERIZED AS A TIME BOMB LOOKING FOR AN EXCUSE TO EXPLODE. AND YET THE BLACK COMMUNITY IS A RESOURCEFUL COMMUNITY. IT HAS BEEN CONSIDERED A SHELTERING PLANT WITH A DEEP-ROOTED TREE OF LIFE. WE NEED SOME OF THE INSTITUTIONAL RESOURCES OF THE PAST, NAMELY, THE FAMILY, THE CHURCH, ORGANIZATIONS, AND THE SCHOOL WORKING TOGETHER TO PROVIDE PROTECTION IN THE HEAT OF EVERY CRISIS.

SOMETIMES WE BECOME WEARY AND SUFFER FROM BATTLE FATIGUE BECAUSE THE PROBLEMS APPEAR UNSOLVABLE AND THE JOURNEY APPEARS LONG. BUT WE MUST TAKE HEART IN OUR LEGACY, FOR WE STAND ON THE SHOULDERS OF A PROUD PEOPLE, OF A STRONG PEOPLE WHO RECOGNIZE THAT THE JOURNEY WE ARE ON IS NOT A SPRINT, BUT A MARATHON. OUR CHILDREN AND OUR FAMILIES ARE CALLING OUT TO THE BLACK COMMUNITY FROM THEIR MIDNIGHTS OF DESPERATION. THE VOICES OF OUR YOUTH CRY OUT FROM THE GHETTO HOMES, FROM THE CLASSROOMS,

FROM THE PRISONS, OR EVEN MORE PATHETICALLY, THEY APPEAL TO US SILENTLY, BECAUSE THEY HAVE LOST THE WILL AND THE HEART TO CRY. IF WE AS A BLACK PEOPLE ARE ABLE TO RESPOND EVEN TO A TINY FRACTION OF THEIR PLEAS, THEN WE ALL HAVE MET THE GREATEST CHALLENGE OF OUR HISTORY, THE CHALLENGE OF ASSURING IMMORTALITY OF BLACK PEOPLE BY SUSTAINING OUR MOST PRECIOUS NATURAL RESOURCES - OUR CHILDREN.

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